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A FOLLOW-UP STUDY OF
SOUTH DAKOTA STATE UNIVERSITY'S
HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT'S
MASTER'S DEGREE PROGRAM GRADUATES
FROM 1955-1980

BY

BYRON J. PALSMA

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in Health,
Physical Education and Recreation
South Dakota State University
1982

A FOLLOW-UP STUDY OF
SOUTH DAKOTA STATE UNIVERSITY'S
HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT'S
MASTER'S DEGREE PROGRAM GRADUATES
FROM 1955-1980

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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COMPLETED RESEARCH IN HEALTH, PHYSICAL EDUCATION, RECREATION,
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PALSMA, B. J. A follow-up study of South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates from 1955-1980. M.S. in Health, Physical Education and Recreation, 1982, 109 pp. (F. M. Oien)

Ss were graduates (N = 311) from 1955 to 1980 of SDSU's HPER Department's master's degree program. Investigation was conducted in the following areas: personal information, academic background, and employment history and present status. A questionnaire survey was employed for data collection, while data analysis with descriptive statistics was made through the SPSS computer program system. The largest % of Ss were male and were married. Most Ss received their bachelor's degree in the Midwest and had a HPER undergraduate major. The majority of Ss received their SDSU HPER master's degree from mid-1960's to mid-1970's. The M age upon reception of SDSU HPER master's degree was 27.7, with most Ss receiving their SDSU HPER master's degree within eight years of the reception of their bachelor's degree. One S received two additional degrees and 45 others attained one. Most Ss were instructors prior to entering SDSU's

HPER master's degree program, with most of these instructors holding positions in the Midwest. Almost all (94.8%) of the Ss held educational positions after receiving their SDSU HPER master's degree, while 75.8% are presently in education. Most of these two positions have been on the elementary and/or secondary levels and in the Midwest. A financial reason was most frequently given by Ss for leaving the field of education or not holding an educational position after receiving their SDSU HPER master's degree.

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CHAPTER I

INTRODUCTION

Higher education may be the most important financial investment a person undertakes during his/her lifetime. A prospective graduate is assuming that the benefits received from this additional study will overcome the costs that are involved in the pursuit of a college education.

With the continual advancement in our present society toward greater specialization, the need for higher education or vocational training is becoming increasingly important. A high school diploma is no longer a forerunner to a satisfying job. Even a college education, once an almost sure sign of a good position, has lost bargaining power in our labor force.

Because of this high premium on education, thousands of college graduates continue their education by enrolling in graduate schools. This additional study has been perceived as a means of achieving the career objectives that these students have set for themselves.

To assist students in their quest for career success, every higher educational program, regardless of level or area of study, should be aimed at preparing its students for future endeavors. In addition to the inherent desire to see its graduates succeed, the reputation of an

institution is built on the professional abilities displayed by individuals who have received educational training from the school.

Because of the reflection graduates can have on their training program, an educational department should establish an information base on its former students. Re-established contact, followed by additional in-depth investigation, can help department personnel determine whether or not their graduates are presenting a positive image of their program.

A follow-up study of graduates may serve as the first step in the development of this form of communication system. Through the obtained knowledge, a department can begin to evaluate the quality of its program. In addition, because of the increased awareness of the job market that will develop, individuals making career plans will have more information on which to base their decisions.

At South Dakota State University (SDSU), a very limited amount of organized information beyond standard record-keeping has been compiled concerning graduates of the Health, Physical Education and Recreation (HPER) Department's master's degree program. Considering the previously mentioned relationship between a program's effectiveness and the quality of its graduates, a need thus arises to obtain additional knowledge of these graduates.

Statement of the Problem

The purpose of this study was to describe the status of South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates from 1955 to 1980.

Background and Significance of the Study

With the exception of standard record-keeping, the Health, Physical Education and Recreation Department of South Dakota State University has accumulated very little organized information of its master's degree program graduates. Four unpublished master's degree theses written at SDSU, three from the HPER Department and one in the area of journalism, may have indirectly provided some information of these graduates to department personnel.

Hill (1958) performed a status study of South Dakota State College (previous name of SDSU) graduates with either a major or minor in physical education, including bachelor's and master's degree graduates. However, because the first master's degree in physical education from South Dakota State College was conferred in 1955, there were only a limited number of master's degree program graduates at the time of this questionnaire survey.

To determine the effectiveness of SDSU's Physical Education Department's undergraduate professional preparation, Martin (1966) surveyed with a questionnaire its

bachelor's degree graduates from 1946 to 1966. Forty-seven percent of the respondents had received degrees higher than the bachelor's level, with fifteen individuals obtaining their advanced degrees from SDSU. The number of graduates from SDSU's Physical Education Department's master's degree program was not revealed in this study.

A descriptive study of SDSU alumni by Cecil (1970), a journalism student, showed that 207 of the alumni who responded to the questionnaire survey had received a master's degree from SDSU. However, probably due in part to the survey's size (1,472 respondents), the department conferring the master's degree was not specified.

In a questionnaire survey of SDSU lettermen, Koch (1974) found 55 respondents holding a master's degree in physical education. The institutions of graduate study were not presented in the survey results.

When considering these studies, along with an apparent shortage of additional organized information beyond standard record-keeping of these graduates, it is evident that SDSU's HPER Department has very little pertinent knowledge of its master's degree program graduates. The personal information of responding graduates provided by this study will enable the department to regain contact that has been lost over the years, a major step in the process of determining how successful the program has been in developing quality graduates.

Additional departmental benefits that could result from further work involving these graduates include the sharing of graduates' expertise in professional preparation, assistance in the job placement of current students, and financial support. Thus, the information base established by this study may develop into a valuable communication system.

Pertinent Questions

The following items served as the pertinent questions of this study:

- 1) What was the demographic status of SDSU's HPER Department's master's degree program graduates?
- 2) What was the academic background of these graduates?
- 3) What types of employment were held or are presently being held by these graduates?

Scope of the Study

This study obtained information from graduates of SDSU's HPER Department's master's degree program. All accessible graduates from the summer of 1955 to the summer of 1980 were mailed a questionnaire intended to gather descriptive knowledge of respondents. Areas of interest included personal information, academic background, and employment history and present status.

Limitation of the Study

Of the 421 graduates, 110 (26.1%) never returned questionnaires. Possible sampling bias caused by differences between respondents and non-respondents may have occurred. Thus, this study may not be representative of all of the graduates.

CHAPTER II

REVIEW OF RELATED LITERATURE

The related literature review for this descriptive study of the status of South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates from 1955 to 1980 focused on three areas: rationale behind follow-up studies of graduates, history of the program, and related studies. The results of this focus are contained in this chapter.

Rationale Behind Follow-Up Studies of Graduates

The reasons for conducting follow-up studies of graduates probably vary with each individual study that is done. These studies have provided information ranging from descriptive information to subjective judgments. However, research appears to indicate that the major benefit received from follow-up studies of graduates is program improvement.

Nelson (1964) stated that the graduate is perhaps the most significant determinant of adequacy of programs and measure of effectiveness. According to Borich (1980), training institutions search continually for ways to improve their training programs, with perhaps the most frequently used method to determine areas in need of improvement having been the follow-up questionnaire mailed to recent graduates. He indicated that these questionnaires are sent to draw out

graduates' opinions about the training they received and the extent to which this training prepared them to meet the immediate demands of their teaching environment. He noted that the ultimate utility of these surveys rests on the extent to which they provide direct and unambiguous recommendations for program improvement.

Beaty (1969) pointed out that a teacher education institution has some grounds for considering its training program adequate if there exists a visible relationship between the institution's program and the job of teaching. He indicated there are many individuals who can provide judgments regarding the adequacy of a program of teacher education, with one group being the graduates themselves. He stated that an institutional follow-up study can provide a teacher education institution a valuable source of information both in assessing the opinions of the graduates for its training program and in providing leads for program improvement. Beaty also stated that a comprehensive follow-up study is valuable in securing a diversity of information, and may suggest leads for the solution of a number of problems.

This study, being of a descriptive nature, hopefully was, in the words of Beaty, valuable in securing a diversity of information. Although this study may have indirectly provided some information for program improvement, further study

of these graduates may provide additional information for program improvement that is more valuable in nature.

History of SDSU's HPER Department's Master's Degree Program

Contained in this section is a chronological description of SDSU's HPER Department's master's degree program. The information, which was received from three unpublished works completed by individuals who were faculty members of the department during the time of their study, provides background knowledge for a study of the program's graduates.

South Dakota State College (SDSC) first offered physical education courses on the graduate level during the summer of 1950. This curriculum was designed for a student to receive a graduate physical education minor.

On December 16, 1953, a request for a graduate major in physical education submitted by Director of Physical Education and Athletics R. B. "Jack" Frost was accepted by SDSC officials. Two plans, Options A and B, were developed for students to pursue a Master of Science degree in physical education. The first courses under these plans were taught in the summer of 1954, with the first degree conferred to Thomas Neuberger the following summer (Robinson, 1958).

In the 1955-56 school year, the Master of Education degree program was adopted by SDSC. Graduate students in physical could now receive either a Master of Science or a

Master of Education degree with Option A or B (Williamson, 1980).

According to Emmerich (1957), another program alteration that occurred during the 1955-56 school term was the inception of the graduate assistant system. Four men (Roger Denker, Bernie Duffy, Harry Forsyth and Wayne Sinning) were assigned teaching and coaching responsibilities while working on their master's degrees in physical education.

Dr. Campbell Snowberger became the first coordinator of SDSC's Physical Education Department's master's degree program in 1956. Others listed by Williamson (1980) as serving in this capacity include: Professor Glenn Robinson (1957-76), Dr. Neil Hattlestad (1976-79) and Dr. Barry McKeown (1979-present).

The program did not experience any major changes, with the exception of new institution (South Dakota State University) and department (Health, Physical Education and Recreation) titles, until 1972. During this year, the Master of Education in HPER program was one of thirty graduate degree programs suspended on the campus of SDSU by the South Dakota Board of Regents. However, the Master of Science in HPER program remained intact.

Another change that occurred in 1972 was the adoption of another plan of study, Option C, for students to employ in the pursuit of a Master of Science degree in HPER from SDSU. This option, designed primarily for summer session

students not interested in completing research for a thesis, made HPER the only SDSU educational department offering students three master's degree plans of study (Robinson, 1958).

No major alterations have been made in SDSU's HPER Department's master's degree program structure since 1972. However, in compliance with ever-changing times, the program has become more diversified in its curricular offerings and assistantship opportunities. This diversification serves as an example of the department's continual attempt to provide students with quality education that will prove beneficial in their later lives.

Related Studies

In the search for related studies, it appeared that follow-up studies have been commonly used in educational research. These studies have been conducted for a variety of purposes, which, when considered along with their common use, may indicate the value of this educational research method.

As was mentioned in the first chapter of this study, follow-up research has been previously conducted at SDSU. Contained in this section are brief descriptions of other follow-up studies that have been previously done.

Oladunjoye (1977) conducted a follow-up assessment of the master's degree graduates in physical education at North Texas State University from 1965 to 1976. Although

the study's results presented a positive reflection on the program, it should be noted that 12.4 percent of the program's living graduates, because their valid addresses could not be found, were not included in the questionnaire survey, a factor that may have affected the results of the study.

The findings of Oladunjoye's study indicated that nearly all of the responding graduates had remained in the field of education, with only 2.1 percent of the positions held by the respondents since graduation being of a non-educational nature. Other positions held and their corresponding percentages were: secondary school teacher - 32.4 percent, coach - 24.3 percent, elementary school teacher - 18.7 percent, athletic director - 9.5 percent, college/university instructor - 8.5 percent, and educational administrator - 5.3 percent. Although the percentage of college/university instructors is rather low, no level of education was given for the "coach" or "athletic director" categories, a factor which might have affected the other percentages as well.

The percentage of respondents in Oladunjoye's study who indicated that they would not choose a master's degree major other than physical education if they had the opportunity was a very high 93.8 percent. Also, a relatively large percentage of graduates (41.0%) furthered their studies after graduation.

In a questionnaire survey follow-up study of male Bachelor of Science in Physical Education graduates of George Washington University from 1946-1972, Harvey (1973) concluded that the average graduate had done well professionally, financially, and personally, and had a stable family life. He also concluded that the average graduate was affiliated with an educational institution as an administrator or teacher, usually at the secondary level. In addition, he concluded that the average graduate had a continuing interest in his professional preparation and competency and frequently could be expected to move into a position of authority and responsibility.

Essang (1981) conducted a study to determine the effectiveness of the graduate program in school management and administration at Pepperdine University Graduate School of Education based on the responses of its master's degree graduates from 1975 to 1979. The questionnaire survey's results showed that more male graduates than female obtained administrative positions following graduation. Also, more older graduates than younger and more graduates in 1975-1977 than in 1978 and 1979 held administrative positions upon graduation. Administrators rated the program more helpful than did non-administrators, but all groups of graduates considered the educational experiences in the program to be valuable in their present positions.

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A follow-up study of counseling and guidance master's degree graduates of Ohio State University from 1968 to 1978 was made by Rieger (1980). The findings reported by questionnaire respondents indicated that the number of graduates each year is gradually increasing, with the largest groups graduating in summer quarters. Over two thirds of the graduates were female, while almost three fourths were under 31 years of age when they received their degree. The portion of graduates who work with school age persons was over two thirds, with over one half of these graduates working with elementary and/or junior high school age individuals. The graduates' ratings of the total program were quite low, as nearly two thirds of them rated it either a one or a two on a four point scale.

These studies are merely a few examples of follow-up studies that have been used in educational research. Opportunities for follow-up studies will continue to exist in the future, and it may prove interesting to note the future use of follow-up studies.

Summary

The reasons for conducting follow-up studies of graduates probably vary with each individual study that is done, but research appears to indicate that the major benefit received from these studies is program improvement.

A chronological description of SDSU's HPER Department's master's degree program was presented in this chapter, with the information providing background knowledge for a study of the program's graduates. Research indicates that follow-up studies similar to this one have been conducted on various groups of graduates.

CHAPTER III

METHODOLOGY

The purpose of this study was to describe the status of South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates from 1955 to 1980. To achieve this purpose, the writer investigated three areas: personal information, academic background, and employment history and present status.

Instrument of Measurement

The survey method was determined to be the best manner of conducting this descriptive research study. Because of the large number of graduates (421), a questionnaire was the most feasible data-collecting device to employ.

Designing a questionnaire, a lengthy and difficult task, is probably the step that has the most influence on the success of a survey. Oppenheim (1966) listed precision, logic-tightness and efficiency as three characteristics of a well-developed questionnaire. In contrast, a poorly designed survey instrument fails to provide accurate answers to the questions at issue.

Due to the importance of questionnaire design, a large amount of preparation was needed before the final questionnaire (Appendix A) was printed. The opinions of the writer's thesis advisor and other SDSU faculty members

were sought while the survey instrument was in its developmental stage. In addition, several questionnaires of similar studies were reviewed.

Final alterations of the questionnaire were made following the pilot study. After these revisions, the questionnaire was ready for the first mailing and the subsequent follow-up mailing.

Source of Data

All accessible graduates of SDSU's HPER Department's master's degree program from the summer of 1955 to the summer of 1980 were included in this study. A mailing list was compiled through the cooperation of SDSU's Graduate School and Alumni Offices. Addresses were obtained from the alumni services of SDSU and institutions from which graduates received their undergraduate degrees, various SDSU HPER staff members, telephone listings, and telephone contact with individuals (e.g., relatives) who might have had current addresses of graduates. Files of graduates kept in the office of SDSU's Coordinator of Graduate Studies in HPER were very helpful in this address-seeking work.

Collection of Data

Information of graduates was received from questionnaires submitted in survey manner. Three separate mailings (pilot study, first mailing and follow-up mailing) were used for data collection.

Upon the completion of the original draft of the questionnaire, thirty graduates randomly selected for the pilot study were mailed survey packets on November 24, 1980. Included in each packet were a letter of transmittal (Appendix B) from the writer, questionnaire form, self-addressed postage-paid return envelope, and an index card made available for suggestions to improve the study.

The transmittal letter, which briefly described the study and its importance, insured graduates that responses would remain confidential. Endorsement of the study by Dr. Harry L. Forsyth, SDSU's Director of HPER and Athletics, and Dr. Barry C. McKeown, Coordinator of Graduate Studies in HPER at SDSU, was also included in this letter. Each questionnaire was given a code number to inform the investigator as to which graduates did or did not respond. Twenty-six of the 30 graduates (86.7%) surveyed in the pilot study returned questionnaires.

From these responding graduates' suggestions for study improvement and additional conferences with the writer's thesis advisor, final changes were made in questionnaire design. (It should be noted that these changes did not require pilot study respondents to submit any additional information.) On February 9, 1981, survey packets were sent to the 388 potential respondents not included in the pilot study. A letter of transmittal (Appendix C), coded

questionnaire, self-addressed postage-paid return envelope, and an index card to report address changes or make comments were contained in the survey packet. A total of 222 graduates responded to this mailing, which raised the number of returned questionnaires to 248 (58.9% of the total number of graduates). The number of returned questionnaires in this particular mailing may have been higher if the investigator, taking into consideration the delay that accompanies bulk mailing, had listed a later expected date of return in the transmittal letter.

The follow-up mailing to 168 graduates who had not responded in the pilot study or the first mailing was made on March 23, 1981. An additional coded questionnaire, self-addressed postage-paid return envelope, and an index card for address changes or comments accompanied the follow-up letter (Appendix D). The 63 graduates that returned follow-up questionnaires brought the number of respondents to a final total of 311, a 73.9% return rate.

Statistical Analysis of Data

The data received from returned questionnaires was recorded in preparation for entry into SDSU's IBM SYSTEM 370148 computer. Analysis of data was made through the use of the Statistical Package for the Social Sciences (SPSS) system of computer programs.

Frequency distributions were created for data description. Additional analysis was made through the SPSS subprogram, CROSSTABS, which examined yearly trends. Measures of central tendency used for statistical analysis were the mean, mode and median. The range served as the statistical tool of variability.

CHAPTER IV

PRESENTATION AND DISCUSSION OF RESULTS

The purpose of this study was to describe the status of South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates from 1955 to 1980. In this chapter, questionnaire results are presented and discussed in relation to the study's purpose.

Organization of Data for Analysis

Data obtained through the use of the questionnaire are presented in table form. Discussion of this data accompanies the tables.

The results are presented and discussed in the following order:

1. Questionnaire response.
2. Personal information of the graduates.
3. Academic background of the graduates.
4. Description of the graduates' status prior to entering SDSU's HPER Department's master's degree program.
5. Description of the graduates' first occupations held upon receiving their master's degree from SDSU's HPER Department.
6. Description of the present occupations of the graduates.

7. Graduates' reasons for leaving the field of education or not holding an educational position after receiving their HPER master's degree from SDSU.

Presentation and Discussion of Data

As indicated in Table 1, the questionnaire response of this study was fairly high, with 311 (73.9%) of the graduates returning questionnaires. Six graduates were unable to respond, leaving the number of nonresponding graduates at 104, or 24.7 percent of the total of 421 graduates.

The gender of SDSU's HPER Department's master's degree program graduates is shown in Table 2. Of the responding graduates, a large portion (83.9%) were male. Although the percentage of female graduates increased slightly after the addition of the graduates who did not or could not respond, well over four times as many males as females have received degrees from this program.

Tables 3 and 4 are representative in part of the family lives of the respondents. A large majority (85.1%) of the respondents were married. The highest percentage (37.2%) of respondents had two children, with the mean number of children being 2.2.

TABLE 1
Questionnaire Response (N = 421)

Category	Number in Category	Percentage of Graduates
Responding graduates	311	73.9
Nonresponding graduates	104	24.7
Deceased graduates	3	0.7
Graduates whose current addresses could not be found	2	0.5
Graduates unable to respond due to injury	1	0.2

TABLE 2
Gender (N = 421)

Category	Female	Male
Responding graduates	50	261
Percentage of responding graduates	16.1	83.9
Graduates who did not or could not respond	24	86
Percentage of graduates who did not respond	21.8	78.2
Total number of graduates	74	347
Percentage of the total number of graduates	17.6	82.4

TABLE 3

Marital Status (N = 309)

Category	Number of Respondents	Percentage of Respondents
Divorced	9	2.9
Married	263	85.1
Single	35	11.3
Widowed	2	0.6

TABLE 4

Number of Children (N = 261)

Number of Children	Number of Respondents	Percentage of Respondents
0	33	12.6
1	29	11.1
2	97	37.2
3	67	25.7
4	20	7.7
5	13	5.0
6	2	0.8

NOTE: Mean number of children = 2.2
Median number of children = 2

Almost all (97.1%) of the respondents received their bachelor's degrees from institutions located in the Midwest section of the United States (Table 15). From Table 6, which lists all the states that were included in the Midwest for this study, it may be seen that 218 respondents received bachelor's degrees from South Dakota institutions. Following South Dakota were three of its neighboring states, North Dakota (22 respondents), Minnesota (21) and Iowa (17). In terms of South Dakota bachelor's degree institutions (Table 7), 96 SDSU bachelor's degree recipients also received HPER master's degrees from SDSU. Northern State College, with 19, had the next highest number, while six other institutions had 12 or more. Although bachelor's degree institutions would be just one factor to consider, the information in Tables 5-7 would appear to indicate that SDSU's HPER master's degree program is centralized on the national, regional and state levels.

Contained in Table 8 are the years in which the respondents received their bachelor's degrees. More respondents, 21 or 6.8 percent, received their bachelor's degrees in 1958 than in any other year. Eighteen bachelor's degrees were conferred in 1963 and 1966, making these years the second most frequently given responses.

Table 9 lists the bachelor's degree majors of the respondents. As noted beneath the table, three respondents

TABLE 5

Location of Bachelor's Degree Institution (N = 309)

Category	Number of Respondents	Percentage of Respondents
Midwest	300	97.1
Northeast	1	0.3
*Northeast/Southwest	1	0.3
Northwest	4	1.3
Southwest	3	1.0

*One respondent indicated that two bachelor's degrees had been received.

TABLE 6

Midwest State of Bachelor's Degree Institution (N = 300)

State	Number of Respondents	Percentage of Respondents
Illinois	8	2.7
Indiana	1	0.3
Iowa	17	5.7
Kansas	1	0.3
Kentucky	0	0.0
Michigan	2	0.7
Minnesota	21	7.0
Missouri	1	0.3
Nebraska	5	1.7
North Dakota	22	7.3
Ohio	0	0.0
South Dakota	218	72.7
Wisconsin	4	1.3

TABLE 7

South Dakota Bachelor's Degree Institution (N = 218)

Institution	Number of Respondents	Percentage of Respondents
Augustana	17	7.8
Black Hills State College	8	3.7
Dakota State College	15	6.9
Dakota Wesleyan University	14	6.4
Huron College	13	6.0
Mount Marty College	1	0.5
Northern State College	19	8.7
Sioux Falls College	12	5.5
South Dakota State University	96	44.0
University of South Dakota/ Springfield	13	6.0
University of South Dakota/ Vermillion	7	3.2
Yankton College	3	1.4

TABLE 8

Year in Which Bachelor's Degree Was Received (N = 310)

Year	Number of Respondents	Percentage of Respondents	Year	Number of Respondents	Percentage of Respondents
1939	2	0.6	1964	14	4.5
1948	1	0.3	1965	11	3.5
1949	1	0.3	1966	18	5.8
1950	8	2.6	1967	8	2.6
1951	6	1.9	1968	17	5.5
1952	5	1.6	1969	12	3.9
1953	6	1.9	1970	11	3.5
1954	9	2.9	1971	9	2.9
1955	8	2.6	1972	16	5.2
1956	8	2.6	1973	10	3.2
1957	8	2.6	1974	12	3.9
1958	21	6.8	1975	10	3.2
1959	14	4.5	1976	4	1.3
1960	8	2.6	1977	4	1.3
1961	15	4.8	1978	2	0.6
1962	12	3.9	1979	3	1.0
1963	18	5.8			

NOTE: Median Year = 1964

TABLE 9

Bachelor's Degree Major (N = 302)

Major	Number of Respondents	Percentage of Respondents
Agriculture	1	0.3
Biological Sciences	22	7.3
Business	5	1.6
Education	5	1.6
Elementary Education	3	1.0
English	1	0.3
General Science	7	2.3
Health	5	1.6
Health, Physical Education and Recreation	280	92.7
Industrial Arts	3	1.0
Physical Sciences	13	4.3
Recreation/Parks	1	0.3
Social Sciences	37	12.3
Speech/Communications	1	0.3

NOTE: Three respondents had three majors, 79 respondents had two majors, and 220 respondents had one major.

had three majors and 79 respondents had two. Fourteen different majors were received, with the most frequently earned major, HPER, being obtained by nearly all (92.7%) of the respondents. Social sciences was second with 12.3 percent, followed by biological sciences (7.3%).

More diversification was shown by the graduates in their undergraduate minors (Table 10) than in their undergraduate majors. A wider variety of minors (23) were received, more respondents completed study in more than one area (14 had three minors, 90 had two), and the most frequent reply (social sciences) was given by much smaller percentage (37.9%) of the respondents. Biological sciences and general science were the next most often earned undergraduate minors, with each being listed by 18.4 percent of the responding graduates.

Table 11 displays the years in which the respondents received their HPER master's degree from SDSU. The largest number (25) of respondents to graduate in a single year attained their degree in 1968, while most of the respondents received their degree from the mid-1960's to the mid-1970's.

The ages at which the respondents received their HPER master's degree from SDSU are displayed in Table 12. The mode age was 24, with 48 (15.7%) of the respondents receiving their degree while at this age. The mean age was 27.7 and the median age was 27. As indicated in the table,

TABLE 10
Bachelor's Degree Minor (N = 256)

Minor	Number of Respondents	Percentage of Respondents
Agriculture	1	0.4
Art	5	2.0
Athletic Coaching	4	1.6
Athletic Training	3	1.2
Behavioral Sciences	9	3.5
Biological Sciences	47	18.4
Business	11	4.3
Driver's Education	7	2.7
Education	24	9.4
Elementary Physical Education	1	0.4
English	12	4.7
Foreign Languages	5	2.0
General Science	47	18.4
Health	25	9.8
Health, Physical Education and Recreation	16	6.3
Industrial Arts	12	4.7
Language Arts	1	0.4
Library Science	1	0.4
Physical Science	29	11.3

TABLE 10 (Continued)

Minor	Number of Respondents	Percentage of Respondents
Pre-Physical Therapy	1	0.4
Recreation/Parks	1	0.4
Social Sciences	97	37.9
Teaching	1	0.4

NOTE: Fourteen respondents had three minors, 90 respondents had two minors, and 152 respondents had one minor.

TABLE 11

Year in Which HPER Master's Degree Was Received from SDSU (N = 311)

Year	Number of Respondents	Percentage of Respondents	Year	Number of Respondents	Percentage of Respondents
1955	4	1.3	1968	25	8.0
1956	5	1.6	1969	22	7.1
1957	7	2.3	1970	15	4.8
1958	10	3.2	1971	19	6.1
1959	10	3.2	1972	13	4.2
1960	12	3.9	1973	13	4.2
1961	8	2.6	1974	12	3.9
1962	8	2.6	1975	16	5.1
1963	10	3.2	1976	16	5.1
1964	0	2.9	1977	9	2.9
1965	13	4.2	1978	8	2.6
1966	12	3.9	1979	6	1.9
1967	20	6.4	1980	9	2.9

NOTE: Median year = 1969

TABLE 12

*Age at Which HPER Master's Degree Was Received from SDSU (N = 306)

Age	Number of Respondents	Percentage of Respondents	Age	Number of Respondents	Percentage of Respondents
23	31	10.1	34	8	2.6
24	48	15.7	35	7	2.3
25	17	5.6	36	4	1.3
26	34	11.1	37	1	0.3
27	41	13.4	38	1	0.3
28	30	9.8	39	1	0.3
29	22	7.2	40	1	0.3
30	17	5.6	43	1	0.3
31	23	7.5	48	1	0.3
32	9	2.9	50	1	0.3
33	8	2.6			

*These ages were computed from the following formula:

$$\text{Age at Master's} = \text{Present Age} - (1980 - \text{Year of Master's})$$

Thus, considering the time of year of birthdays and degree conferments, some ages may not be exact.

NOTE: Mean age = 27.7, Median age = 27

although the ages ranged from 23 to 50, the number of respondents who received their degree dropped sharply after the age of 31.

Most (65 or 21.0%) of the respondents received their HPER master's degree from SDSU one year after the reception of their bachelor's degree (Table 13). This fact is indicative of the number of graduates who have entered the program shortly after completing their undergraduate study. The mean number of years between the reception of degrees was 4.6, the median number of years was four, and the most number of years was 26. Over 90 percent of the graduates received their SDSU HPER master's degree within eight years of the reception of their bachelor's degree.

As illustrated in Table 14, the mean number of years between the respondents' reception of degrees has declined since the 1961-1965 time period of SDSU's HPER master's degree program's responding graduates. Reasons for this decrease, or for the increase from 1955-1960 time period to 1961-1965, may be numerous.

The SDSU HPER master's degree minor received by the respondents is the subject of Table 15. Sixteen different minors were received by 147 respondents, with a minor in education received by the highest percentage (34.7%) of respondents. Guidance and counseling was second with 25.2 percent, followed by educational administration (22.4%).

TABLE 13

Years Between Reception of Bachelor's Degree
and Reception of HPER Master's Degree from SDSU (N = 310)

Years	Number of Respondents	Percentage of Respondents	Years	Number of Respondents	Percentage of Respondents
*0	4	1.3	9	9	2.9
1	65	21.0	10	8	2.6
2	30	9.7	11	2	0.6
3	38	12.3	12	4	1.3
4	27	8.7	13	2	0.6
5	40	12.9	14	1	0.3
6	31	10.0	15	2	0.6
7	28	9.0	23	1	0.3
8	18	5.8	26	1	0.3

*This category may have resulted from error as it is unlikely that both degrees were received in the same year.

NOTE: Mean number of years = 4.6, Median number of years = 4

TABLE 14

Mean Number of Years Between Reception of Bachelor's Degree
and Reception of SDSU HPER Master's Degree
by Year in Which HPER Master's Degree
Was Received From SDSU (N = 310)

Category	1955- 1960	1961- 1965	1966- 1970	1971- 1975	1976- 1980
Number of Respondents	48	48	93	73	48
Mean number of years between reception of bachelor's degree and reception of SDSU's HPER master's degree	4.6	5.5	4.8	4.2	3.8

TABLE 15

SDSU HPER Master's Degree Minor (N = 147)

Minor	Number of Respondents	Percentage of Respondents
Athletic Administration	1	0.7
Biology	2	1.4
Education	51	34.7
Educational Administration	33	22.4
Educational Psychology	2	1.4
Guidance and Counseling	37	25.2
Health	1	0.7
*Health, Physical Education and Recreation	9	6.1
Mathematics	1	0.7
Organization and Administration	1	0.7
Psychology	1	0.7
Psychology/Sociology	1	0.7
Secondary Education	1	0.7
Safety Education	1	0.7
Social Sciences	4	2.7
Zoology	1	0.7

*It can be assumed that Health, Physical Education and Recreation being the major of this graduate program, should not be considered to be a minor.

Slightly more than one half (54.7%) of the respondents were graduate assistants while working on their HPER master's degree from SDSU (Table 16). Forty-four percent indicated they were full-time graduate assistants, while 10 percent reported being partial graduate assistants. Some of the respondents in the non-graduate assistant category may have completed most or all of their master's degree work by attending summer school.

Table 17 displays the non-teaching duties held by respondents when they were graduate assistants. Numerous respondents held more than one non-teaching responsibility. The most frequently held duty, graduate assistant coaching in football, was listed by 59 (36.2%) of the respondents. Following this duty were athletic training (23.9%), assisting in track (20.2%) and basketball (18.4%).

According to Table 18, over one third (36.5%) of the respondents had completed work toward a degree in addition to their bachelor's and SDSU HPER master's degrees. This work had resulted in one respondent receiving two additional degrees and 45 other respondents earning a single additional degree (Table 19). Ten different degrees were received, with the largest group of respondents (12) holding a Doctor of Education degree. Nine graduates had received a Doctor of Philosophy degree, while seven had earned an

TABLE 16

Graduate Assistant Information (N = 309)

Category	Number of Respondents	Percentage of Respondents
*Graduate Assistant	169	54.7
- Full-time Graduate Assistant	136	44.0
- Partial Graduate Assistant	31	10.0
Non-Graduate Assistant	140	45.3

*Two former Graduate Assistants did not indicate whether they were full-time or partial.

TABLE 17

Non-Teaching Duties of Graduate Assistants (N = 163)

Duty	Number of Respondents	Percentage of Respondents
Athletic Training	39	23.9
Baseball	22	13.5
Basketball	30	18.4
Cardiac Rehabilitation	1	0.6
Cheerleaders/Drill Team	1	0.6
Cross Country	12	7.4
Dormitory	1	0.6
Equipment	5	3.1
Field Hockey	4	2.5
Football	59	36.2
Golf	6	3.7
Gymnastics	14	8.6
Intramurals	35	21.5
Officiating	1	0.6
Softball	5	3.1
Swimming	8	4.9
Tennis	3	1.8
Track	33	20.2
Volleyball	5	3.1
Women's Recreational Activities	1	0.6
Wrestling	19	11.7

TABLE 18

Additional Degree Work (N = 307)

Category	Number of Respondents	Percentage of Respondents
Completed work toward an additional degree	112	36.5
Not completed work toward an additional degree	195	63.5

TABLE 19

*Additional Degrees (N = 46)

Category	Number of Respondents	Percentage of Respondents
Doctor of Education	12	26.1
Doctor of Philosophy	9	19.6
Doctor of Physical Education	2	4.3
Education Specialist	4	8.7
Education Specialist/ Doctor of Education	2	4.3
Educational Administration Specialist	7	15.2
Juris Doctor	1	2.2
Master of Science or Master of Arts (in non-HPER field)	7	15.2
Physical Education Directorate	2	4.3
Physical Education Doctorate	1	2.2

*One respondent indicated that two additional degrees had been received.

TABLE 20

Additional Degree Institution (N = 46)

Institution	No. of Respond.	% of Respond.	Institution	No. of Respond.	% of Respond.
Arizona	1	2.2	Northern Colorado	3	6.5
Arizona State	1	2.2	Northern Iowa	1	2.2
Arkansas	1	2.2	Ohio State	1	2.2
Illinois	1	2.2	Oklahoma	1	2.2
Indiana	4	8.7	Oregon	3	6.5
Iowa	1	2.2	South Dakota/ Vermillion	6	13.0
Kent State	1	2.2	South Dakota State	5	10.9
Mankato (MN) State	2	4.3	South Dakota State- South Dakota/ Vermillion	1	2.2
Massachusetts	1	2.2	Springfield College	2	4.3
Michigan State	1	2.2	Syracuse	1	2.2
New Mexico	1	2.2	Utah	3	6.5
N.E. Missouri State	1	2.2	Virginia Polytech Institution	1	2.2
North Carolina/ Greensboro	1	2.2	Western Illinois	1	2.2
Northern (SD) State	1	2.2			

TABLE 21

Year In Which Additional Degree Was Received (N = 46)

Year	Number of Respondents	Percentage of Respondents	Year	Number of Respondents	Percentage of Respondents
1959	1	2.1	1972	4	8.5
1962	1	2.1	1973	5	10.6
1963	1	2.1	1975	2	4.3
1966	1	2.1	1976	3	6.4
1967	1	2.1	1977	6	12.8
1968	2	4.3	1978	3	6.4
1969	2	4.3	1979	4	8.5
1970	6	12.8	1980	2	4.3
1971	1	2.1	1981	2	4.3

TABLE 22

Additional Degree Area of Concentration (N = 46)

Concentration	No. of Respon.	% of Respon.	Concentration	No. of Respon.	% of Respon.
Ath. Dir./ HPER Admin.	3	6.5	Health/ Physical Educ.	1	2.2
Biology	1	2.2	Law	1	2.2
Biomechanics	1	2.2	Library Science	1	2.2
Card. Rehab./ Adult Fitness	1	2.2	Physical Educ./ Generalist	10	21.7
Curriculum/ Instruction	1	2.2	Physical Educ./ Educ. Admin.	1	2.2
Education	1	2.2	Physical Educ./ Teacher Educ.	1	2.2
Educational Administration	13	28.3	Physiology/ Biochemistry	1	2.2
Exercise Physiology	3	6.5	Research Evaluation	1	2.2
Guidance and Counseling	2	4.3	Secondary Education	1	2.2
Health	3	6.5			

TABLE 23

Status Prior to Entering
SDSU's HPER Master's Degree Program (N = 307)

Category	Number of Respondents	Percentage of Respondents
Agriculture	1	0.3
Biology Graduate Assistant	1	0.3
Construction Worker	1	0.3
Educational Administrator	1	0.3
Educational Administrator/ Secondary Instructor	1	0.3
Elementary (K-8) Instructor	15	4.9
Elementary/Secondary Instructor	14	4.6
Higher Education Instructor	9	2.9
Military	11	3.6
Recreation	1	0.3
Secondary/Higher Education Instructor	1	0.3
Secondary Instructor	158	51.5
Substitute Instructor (Elementary/Secondary)	1	0.3
Undergraduate Student	91	29.6
Undergraduate Student/ Higher Education Instructor	1	0.3

students. The various status categories is an indication of the appeal the program has had for people in different sectors of life.

In Table 24, the prior status of respondents is examined in relationship to the year in which the respondents received their HPER master's degree from SDSU. The percentage of respondents in educational positions prior to entering the program has declined since the 1961-1965 time period in close accordance with the increase in the percentage of respondents who were undergraduate students. In terms of the respondents who were in non-educational positions before entering the program, the 14.9 percent figure in the 1955-1960 time period (probably raised by military commitments) has dropped sharply and has not been over 4.2% since.

Table 25 shows the location prior to entering SDSU's HPER master's degree program of the respondents whose status at that time was as an instructor. Nearly all (94.8%) of these respondents were located in the Midwest. Of these respondents in the Midwest, 107 (65.6%) held a position in South Dakota (Table 26). The next highest percentage (17.8%) of respondents were located in Minnesota, followed by 7.4 percent holding positions in North Dakota. In regards to the 107 respondents whose prior location was in South Dakota, Table 27 indicates that 52 (48.6%) of them were employed in Class A schools, while 46 (43.0%) were in Class B schools. Nine respondents were higher education instructors

TABLE 24

Status Prior to Entering SDSU's HPER Master's Degree
Program By Year In Which HPER Master's Degree
Was Received from SDSU (N = 306)

Category	1955- 1960	1961- 1965	1966- 1970	1971- 1975	1976- 1980
Number of respondents	47	47	94	72	46
Respondents in educational positions	30	35	69	41	26
- Percentage of respondents in time period	63.8	74.5	73.4	56.9	56.5
Respondents in non- educational positions	7	1	2	3	1
- Percentage of respondents in time period	14.9	2.1	2.1	4.2	2.2
Respondents who were under- graduate students	10	11	23	28	19
- Percentage of respondents in time period	21.3	23.4	24.5	38.9	41.3

TABLE 25

Location Prior to Entering
SDSU's HPER Master's Degree Program (N = 172)

(Only those respondents whose status prior to entering the program was as an instructor were included in this table.)

Category	Number of Respondents	Percentage of Respondents
Midwest	163	94.8
Northeast	2	1.2
Northwest	5	2.9
Southwest	2	1.2

TABLE 26

Midwest State Prior to Entering
SDSU's HPER Master's Degree Program (N = 172)

(Only those respondents whose status prior to entering the program
was an as instructor were included in this table)

State	Number of Respondents	Percentage of Respondents
Illinois	2	1.2
Iowa	8	4.9
Michigan	2	1.2
Minnesota	29	17.8
Nebraska	2	1.2
North Dakota	12	7.4
South Dakota	107	65.6
Wisconsin	1	0.6

TABLE 27

South Dakota Educational Institution of Employment Prior to Entering
SDSU's HPER Master's Degree Program (N = 107)

(Only those respondents whose status prior to entering the program was
as an instructor were included in this table.)

Category	Number of Respondents	Percentage of Respondents
Augustana College	2	1.9
Dakota State College	1	0.9
Huron College	1	0.9
*South Dakota Class A school	52	48.6
South Dakota Class B school	46	43.0
South Dakota State University	5	4.7

NOTE: For this study, the 32 schools in South Dakota with the
largest high school enrollments were considered Class A,
while the remaining schools made up the Class B category.

in South Dakota prior to entering the program, five of them being at SDSU.

The first occupation held by respondents after receiving their HPER master's degree from SDSU is the focus of Table 28. A total of 293 respondents, or 94.8 percent, held educational positions after receiving their degree. In fact, additional statistical analysis (not shown) of this occupation indicated that the percentage of respondents in educational positions never fell below 90% in any of the time periods used in Table 24. This large percentage of graduates in educational positions would appear to be a positive reflection of the program's history of graduate placement.

Listed in Table 29 are the educational duties at the respondents' first position after receiving their degree. Of these respondents, 266 or 90.8 percent reported having instructional duties of some type and 164 (56.0%) indicated that their educational duties included HPER instruction. Coaching duties were held by 202 (68.9%) of the respondents, while 14 respondents indicated that they were educational administrators and 11 reported being athletic directors.

Fifty-six (42.1%) of the respondents were basketball coaches and 55 (41.4%) coached football at these educational positions (Table 30). The number of respondents of the third most frequently coached sport, track, was 43 (32.3%).

TABLE 28

First Occupation After Receiving
HPER Master's Degree from SDSU (N = 309)

Category	Number of Respondents	Percentage of Respondents
Agriculture	1	0.3
Boy Scouts Executive	1	0.3
Business	5	1.6
Education	292	94.5
Education/Sports Club	1	0.3
Flight Instructor	1	0.3
Health Services	1	0.3
Librarian	1	0.3
Military	3	1.0
Private Gymnastics School Owner/Manager	1	0.3
Recreation	1	0.3
Sales	1	0.3

TABLE 29

Educational Duties at First Position After Receiving
HPER Master's Degree From SDSU (N = 293)

Duty	No. of Respon.	% of Respon.	Duty	No. of Respon.	% of Respon.
Activities Director	1	0.3	Equipment	1	0.3
Admissions	1	0.3	Financial Aid	1	0.3
Athletic Business Manager	2	0.7	Guidance Counselor	1	0.3
Athletic Director	11	3.8	HPER Administrator	1	0.3
Athletic Trainer	5	1.7	Instruction Assistant	1	0.3
Cheerleaders/ Drill Team	1	0.3	Instructor	71	24.2
Coach	202	68.9	Instructor of HPER	143	48.8
Dance Club Coordinator	1	0.3	Instructor of HPER/non-HPER area	21	7.2
Drug Counselor	1	0.3	Instructor of non- HPER area	30	10.2
Educational Administrator	14	4.8	Intramurals	4	1.4
			Photographer	1	0.3
			Placement	1	0.3

TABLE 30

*Coaching Duties at First Position After Receiving
HPER Master's Degree from SDSU (N = 133)

(Coaching duties at non-educational positions were not included in this table.)

Sport	Number of Respondents	Percentage of Respondents
Baseball	6	4.5
Basketball	56	42.1
Cross Country	12	9.0
Football	55	41.4
Golf	7	5.3
Gymnastics	5	3.8
Softball	1	0.8
Swimming	5	3.8
Tennis	2	1.5
Track	43	32.3
Volleyball	6	4.5
Wrestling	22	16.5

*Sixty-nine respondents did not specify sport(s) coached.

Table 31 lists the educational levels of the respondents' first position. The majority (71.0%) of respondents held positions on the elementary and/or secondary levels, while 27.6 percent were employed in junior college or college positions.

As indicated in Table 32, the percentage of respondents whose first position was on the junior college or college level has increased sharply since the 1966-1970 time period. This trend would be a selling point for the program as many individuals in elementary and/or secondary education positions pursue a master's degree to "move up" into a higher education position.

The location of the respondents' first position (both educational and non-educational positions) is recorded in Table 33. Once again, the regional nature of the program was apparent as 272 (88.9%) of the respondents were employed in the Midwest. Following the Midwest was the Southwest, in which 17 (5.6%) of the respondents held positions.

Of the 272 respondents whose first position (both educational and non-educational positions) was in the Midwest, 164 or 60.3 percent were employed in South Dakota (Table 34). Thirty-three respondents held positions in Minnesota, followed by North Dakota (22 respondents), Iowa (21) and Wisconsin (10).

TABLE 31

Educational Level of First Position After Receiving
HPER Master's Degree from SDSU (N - 293)

Level	Number of Respondents	Percentage of Respondents
College	75	25.6
Elementary (K-8)	45	15.4
Elementary and/or Secondary (no level specified)	26	8.9
Elementary/Secondary	31	10.6
Elementary/Secondary/College	1	0.3
Junior College	6	2.0
Military Schools	1	0.3
Penal Institution	1	0.3
Secondary	106	36.2
State Office	1	0.3

TABLE 32

Educational Level of First Position After Receiving
 HPER Master's Degree from SDSU by Year in Which
 HPER Master's Degree Was Received from SDSU (N = 289)

Category	1955- 1960	1961- 1965	1966- 1970	1971- 1975	1976- 1980
Number of respondents	46	48	87	63	45
Respondents in elementary and/or secondary positions	35	37	71	42	23
- Percentage of re- spondents in time period	76.1	77.1	81.6	66.7	51.1
Respondents in junior college or college positions	11	11	16	21	22
- Percentage of re- spondents in time period	23.9	22.9	18.4	33.3	48.9

TABLE 33

Location of First Position After Receiving
HPER Master's Degree from SDSU (N = 306)

Category	Number of Respondents	Percentage of Respondents
Foreign Country	1	0.3
Midwest	272	88.9
Northeast	7	2.3
Northwest	6	2.0
Southeast	3	1.0
Southwest	17	5.6

TABLE 34

Midwest State of First Position After Receiving
HPER Master's Degree from SDSU (N = 272)

State	Number of Respondents	Percentage of Respondents
Illinois	4	1.5
Indiana	1	0.4
Iowa	21	7.7
Kansas	4	1.5
Kentucky	1	0.4
Minnesota	33	12.1
Missouri	2	0.7
North Dakota	22	8.1
Ohio	3	1.1
South Dakota	164	60.3
Wisconsin	10	3.7

Table 35 illustrates the South Dakota educational institution of employment of the respondents' first position. Most (81 or 52.6%) of the respondents held positions in Class A schools, followed by Class B schools with 33 (21.4%) of the respondents. This percentage difference, when compared with the 48.6%-43.0% edge to Class A schools in the respondents' status prior to entering the program, may be indicative of the opportunity a graduate of this program has to move into a larger school system or into a higher education position. In terms of college level positions, 40 (26.0%) of the respondents held a position in one of 11 different South Dakota colleges, with 15 of them remaining at SDSU.

As displayed in Table 36, 235 (75.8%) of the respondents are presently holding educational positions. This percentage is somewhat lower than the 94.8 percent of graduates whose first position after receiving their HPER master's degree from SDSU was an educational position. Thirty-one respondents are presently in sales positions, while 23 respondents are in business. Both of these totals are significantly higher than they were at the respondents' first position.

One hundred eighty-nine (80.4%) of the respondents presently in educational positions indicated having instructional duties and 143 (60.9%) reported HPER instructional responsibilities (Table 37). The 80.4 percent mark of

TABLE 35

South Dakota Educational Institution of Employment of First
Position After Receiving HPER Master's Degree from SDSU (N = 154)

Category	Number of Respondents	Percentage of Respondents
Augustana College	5	3.2
Black Hills State College	1	0.6
Dakota State College	7	4.5
Dakota Wesleyan University	2	1.3
Huron College	1	0.6
Sioux Falls College	2	1.3
South Dakota Class A school	81	52.6
South Dakota Class B school	33	21.4
South Dakota State University	15	9.7
South Dakota Tech	1	0.6
University of South Dakota/ Springfield	1	0.6
University of South Dakota/ Vermillion	2	1.3
Yankton College	3	1.9

TABLE 36

Present Occupation (N = 310)

Category	Number of Respondents	Percentage of Respondents
Agriculture	1	0.3
Boy Scouts Executive	1	0.3
Business	23	7.4
Education	233	75.2
Education/Business	1	0.3
Education/Sales	1	0.3
Government Employee	1	0.3
Health Services	3	1.0
Housewife	2	0.6
Lawyer	1	0.3
Private Gymnastics Schools Owner/manager	1	0.3
Recreation	1	0.3
Religion	1	0.3
Retired	2	0.6
Sales	31	10.0
Science	1	0.3
Sports Club	2	0.6
Truck Driver	1	0.3
Unemployed	3	1.0

TABLE 37

Present Educational Duties (N = 235)

Duty	No. of Respon.	% of Respon.	Duty	No. of Respon.	% of Respon.
Academic Affairs Director	1	0.4	Graduate Assis- tant	2	0.9
Activities Director	5	2.1	Guidance Counselor	5	2.1
Admissions	4	1.7	HPER Administrator	28	11.9
Alumni Fund Director	1	0.4	Human Performance Laboratory	2	0.9
Assistant League Track Director	1	0.4	Instructor	4	1.7
Athletic Academic Board Member	1	0.4	Instructor of HPER 121		51.5
Athletic Business Manager	1	0.4	Instructor of HPER/ non-HPER area	22	9.4
Athletic Director	33	14.0	Instructor of non- HPER area	42	17.9
Athletic Trainer	4	1.7	Intramurals	8	3.4
Cheerleaders/ Drill Team	4	1.7	Placement	1	0.4
Coach	156	66.4	Research	4	1.7
Dance Club Coordinator	1	0.4	Sports Information Director	1	0.4
Educational Administrator	38	16.2	Weight Training	2	0.9
Equipment	1	0.4			
Financial Aid	1	0.4			

respondents presently having instructional duties is down from the 90.8 percent of respondents who held instructional responsibilities at their first positions after receiving their degree. This fact would appear to coincide with the increased percentage of respondents presently having administrative duties (activities directors, athletic directors, educational administrators and HPER administrators). The percentage (66.4%) of respondents with coaching duties at their present position, however, was only slightly lower than the 68.9 percent of respondents who had coaching responsibilities in their first position.

Table 38 lists the coaching duties of respondents who presently hold educational positions. Football is the sport coached by the most respondents (63 or 41.2%), followed by track (59 respondents) and basketball (55). These three sports were also the three most frequently coached sports by the respondents in their first position after receiving their degree.

Shown in Table 39 are the respondents' present educational levels. Most respondents (147 or 62.6%) are employed on the elementary and/or secondary levels. However, a higher percentage (35.7%) of respondents are presently on the junior college or college level than there were in their first position (27.6%). This would indicate a movement of graduates from elementary and/or secondary positions to junior college or college level jobs.

TABLE 38

Present Coaching Duties (N = 153)

(Coaching duties at non-educational positions were not included in this table)

Sport	Number of Respondents	Percentage of Respondents
Baseball	8	5.2
Basketball	55	35.9
Cross Country	17	11.1
Field Hockey	1	0.7
Football	63	41.2
Golf	14	9.2
Gymnastics	6	3.9
Softball	5	3.3
Swimming	3	2.0
Tennis	4	2.6
Track	59	38.6
Volleyball	11	7.2
Wrestling	20	13.1

TABLE 39

Educational Level of Present Position (N = 235)

Level	Number of Respondents	Percentage of Respondents
College	79	33.6
Elementary (K-8)	24	10.2
Elementary and/or Secondary (no level specified)	6	2.6
Elementary/Secondary	52	22.1
Elementary/Secondary/Junior College	1	0.4
Junior College	5	2.1
Secondary	65	27.1
State Office	3	1.3

When comparing Table 40 to Table 33, it can be seen that, although a large percentage (81.9%) of the respondents are still located in the Midwest, there appears to be a slight tendency for respondents to move out of the Midwest. The largest portion (24 respondents) of these "non-Midwesterners" are presently located in the Southwest, followed by the Northwest (14 respondents) and the Southwest (13).

Table 41, which indicates the Midwest state of present residence, reveals that the majority (56.7%) of respondents are in South Dakota. The state of Minnesota had the next highest percentage (14.6%), with Iowa having 9.1 percent and North Dakota 5.9 percent. These percentage figures are relatively close to those of the respondents' first position, although the percentages of South Dakota and North Dakota dropped slightly and those of Minnesota and Iowa rose slightly.

According to Table 42, most (57 or 51.8%) of the respondents presently employed in South Dakota educational institutions hold positions in Class A schools, with Class B schools employing 20 (18.2%) of the respondents. These percentages are near to those of the respondents' first position. Thirty-three respondents presently hold a position at one of ten different South Dakota colleges, with 10 at SDSU and eight at Augustana College. An item of interest

TABLE 40

Present Location (N = 310)

Category	Number of Respondents	Percentage of Respondents
Foreign country	2	0.6
Midwest	254	81.9
Northeast	13	4.2
Northwest	14	4.5
Southeast	3	1.0
Southwest	24	7.7

TABLE 41

Present Midwest State (N = 254)

State	Number of Respondents	Percentage of Respondents
Illinois	8	3.1
Indiana	2	0.8
Iowa	23	9.1
Kentucky	1	0.4
Michigan	3	1.2
Minnesota	37	14.6
Missouri	4	1.6
Nebraska	7	2.8
North Dakota	15	5.9
Ohio	2	0.8
South Dakota	144	56.7
Wisconsin	8	3.1

TABLE 42

Present South Dakota Educational Institution of Employment (N = 110)

Category	Number of Respondents	Percentage of Respondents
Augustana College	8	7.3
Black Hills State College	2	1.8
Dakota State College	4	3.6
Dakota Wesleyan University	2	1.8
Huron College	1	0.9
Mount Marty College	1	0.9
South Dakota Class A school	57	51.8
South Dakota Class B school	20	18.2
South Dakota State University	10	9.1
South Dakota Tech	1	0.9
University of South Dakota/ Springfield	1	0.9
Yankton College	3	2.7

is the fact that there are 28.6% less respondents presently employed in South Dakota educational institutions than there were in the respondents' first position. This indicates a movement of graduates either out of the field of education or to educational positions outside of South Dakota.

The present salary of respondents, regardless of occupation, is the focus of Table 43. Almost one half (49.4%) of the respondents are earning between \$11,000 and \$20,000, with the next highest percentage (36.5%) of respondents in the \$21,000-\$30,000 category. The mean present salary is \$22,707, with the highest salary being \$81,000.

Contained in Appendix E are the reasons of 70 respondents for leaving the field of education or not holding an educational position after receiving their HPER master's degree from SDSU. Fifty different reasons were given, with over one half of the respondents listing more than one (see NOTE). Thirty-four (48.6%) of the respondents indicated a financial reason, six "sought independence," five listed "poor advancement," and five wanted to "get into business."

Summary

The data obtained through the use of the questionnaire was presented and discussed in this chapter, with the following order being used:

1. Questionnaire response.

TABLE 43

Present Salary (N = 249)

(Graduates were asked to round off responses to the nearest thousand.)

Salary (in thousands of dollars)	Number of Respondents	Percentage of Respondents
0-10	7	2.8
11-20	123	49.4
21-30	91	36.5
31-40	18	7.2
41-50	3	1.2
51-60	2	0.8
61-70	1	0.4
71-80	3	1.2
81+	1	0.4

NOTE: Mean = \$22,707, Modes = \$18,000 and \$20,000, Median = \$20,000,
Minimum = \$3,000, Maximum = \$81,000, Range = \$78,000

2. Personal information of the graduates.
3. Academic background of the graduates.
4. Description of the graduates' status prior to entering SDSU's HPER Department's master's degree program.
5. Description of the graduates' first occupation held upon receiving their master's degree from SDSU's HPER Department.
6. Description of the present occupations of the graduates.
7. Graduates' reasons for leaving the field of education or not holding an educational position after receiving HPER master's degree from SDSU.

The rate of returned questionnaires by the graduates was 73.9 percent. Of the responding graduates, 83.9 percent were male. A large portion (85.1%) of the respondents were married, with the highest percentage (37.2%) of respondents having two children.

Most (97.1%) of the respondents received their bachelor's degree from institutions located in the Midwest. Of the 300 respondents receiving bachelor's degrees from Midwest institutions, 72.7 percent graduated from a South Dakota institution, with 96 respondents attaining their bachelor's degree from SDSU. The year in which the most (21) respondents received their bachelor's degree was 1958.

The most frequently received undergraduate major was HPER, while the bachelor's degree minor most often earned was social sciences.

Most of the respondents received their SDSU HPER master's degree from the mid-1960's to the mid-1970's. The mean age at which respondents received their HPER master's degree from SDSU was 27.7. Over 90 percent of the graduates attained this master's degree within eight years of the reception of their bachelor's degree, while the mean number of years between the reception of these degrees has declined since the 1961-1965 time period. The master's degree minor most often received by respondents was education. Over one half (54.7%) served as graduate assistants while working on their master's degree, with the most frequently held non-teaching duty being graduate assistant coaching in football.

Slightly more than one third (36.5%) of the respondents had completed work toward an educational degree, with one respondent earning two additional degrees and 45 others receiving one. The Doctor of Education degree was the additional degree earned by the largest number (12) of graduates. The University of South Dakota/Vermillion was the institution from which the most respondents (6) earned additional degrees. A large portion of these additional degrees have been received since 1970. Educational

administration was the additional degree area of concentration for the most respondents.

In terms of the respondents' status prior to entering SDSU's HPER master's degree program, over one half (51.5%) were instructors on the secondary level only, while 29.6 percent were undergraduate students. The percentage of respondents in educational positions prior to entering the program has declined since the 1961-1965 time period in close accordance with the increase in the percentage of respondents who were undergraduate students.

Of those respondents whose prior status was as an instructor, 94.8 percent held positions in the Midwest, with 65.6 percent of the "Midwesterners" being in South Dakota. In regards to those respondents in South Dakota, 48.6 percent were employed in a Class A school and 43.0 percent held positions in Class B schools.

Almost all (94.8%) of the respondents held educational positions in their first position after receiving their HPER master's degree from SDSU. A large percentage (90.8%) of these respondents reported having instructional duties of some type and 56.0 percent indicated that their educational responsibilities included HPER instruction. Coaching duties in these educational positions were held by 68.9 percent of the respondents, with the most frequently coached sports being basketball, football and track.

Most (71.0%) of the respondents in these educational positions were employed on the elementary and/or secondary levels, while 27.6 percent were in junior colleges or colleges. Concerning the educational levels of this first position, the percentage of respondents in junior college or college level positions has increased sharply since the 1966-1970 time period.

A high percentage (88.9%) of the respondents' first positions (both educational and non-educational positions) were in the Midwest. Of the respondents in the Midwest, 60.3 percent were located in South Dakota. The majority (52.6%) of respondents in educational positions in South Dakota were in Class A schools, followed by 21.4 percent at Class B schools. Having a position at one of 11 different South Dakota colleges were 26.0 percent of the respondents in South Dakota educational positions, with 9.7 percent remaining at SDSU.

A smaller percentage (75.8%) of respondents are presently holding educational positions. Of the respondents presently in educational positions, 80.4 percent indicated having instructional duties and a total of 60.9 percent reported HPER teaching responsibilities. In regards to educational positions, while the percentage of respondents presently coaching is slightly lower than that of those coaching at their first position after receiving their SDSU's

HPER master's degree, the percentage of respondents with administrative responsibilities has increased. The three most frequently coached sports in the respondents' present educational positions are football, track and basketball. The majority (62.2%) of the respondents in educational positions are presently employed on the elementary and/or secondary levels, but a higher percentage (35.7%) of respondents are presently employed on the junior college or college level than there were in the respondents' first position.

The present location of 81.9 percent of the respondents is the Midwest, but a slight tendency for respondents to move out of the Midwest appears to exist. Over one half (56.7%) of the respondents presently in the Midwest are in South Dakota. Of the respondents presently employed in South Dakota educational institutions, 51.8 percent are in Class A schools and 18.2 percent are in Class B schools. Thirty percent currently hold a position at one of ten colleges in South Dakota, with 9.1 percent employed at SDSU. There are 28.6 percent less respondents presently holding a position in South Dakota educational institutions than there were in the respondents' first position after receiving their HPER master's degree from SDSU.

In regards to the present salary of respondents, almost one half (49.4%) are earning between \$11,000 and

\$20,000. The mean present salary is \$22,707, with the highest salary reaching \$81,000.

Seventy respondents gave reasons for leaving the field of education or not holding an educational position after receiving their HPER master's degree from SDSU. Thirty-four (48.6%) indicated a financial reason, with none of the other 49 reasons being given by more than six respondents.

CHAPTER V

SUMMARY, FINDINGS AND RECOMMENDATIONS

The purpose of this study was to describe the status of South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates from 1955 to 1980. Contained in this chapter are the study's summary and findings, along with the recommendations for further study in this area.

Summary

Serving as the subjects for this study were the graduates (N=421) from 1955 to 1980 of South Dakota State University's Health, Physical Education and Recreation Department's master's degree program. Information of these graduates was collected through the use of a questionnaire (Appendix A), with the following characteristics of the graduates being examined:

1. Personal information of the graduates.
2. Academic background of the graduates.
3. Description of the graduates' status prior to entering SDSU's HPER Department's master's degree program.
4. Description of the graduates' first occupations held upon receiving their master's degree from SDSU's HPER Department.

5. Description of the present occupations of the graduates.
6. Graduates' reasons for leaving the field of education or not holding an educational position after receiving HPER master's degree from SDSU.

The collected data were organized for presentation in table form. The presentation and discussion of these tables are in the preceding chapter.

Findings of the Study

The study's findings were:

1. A high percentage (83.9%) of the responding graduates were male.
2. Most (85.1%) of the respondents were married.
3. The largest percentage (37.2%) of respondents have two children.
4. Almost all (97.1%) of the respondents earned their bachelor's degree from institutions located in the Midwest.
5. Of the respondents receiving bachelor's degrees from Midwest institutions, 72.7 percent graduated from an institution in South Dakota.
6. Ninety-six respondents earned their bachelor's degree from SDSU.
7. The year in which the highest number (21) of respondents received their bachelor's degree was 1958.

8. The respondents' most frequently earned bachelor's degree major was HPER.
9. The undergraduate minor most often earned by the respondents was social sciences.
10. The majority of the respondents received their SDSU HPER master's degree from the mid-1960's to the mid-1970's.
11. The mean age at which respondents received their HPER master's degree from SDSU was 27.7.
12. Over 90 percent of the respondents attained their HPER master's degree from SDSU within eight years of the reception of their bachelor's degree.
The mean number of years between the reception of these degrees has declined since the 1961-1965 time period.
13. The SDSU's HPER master's degree minor most often received by respondents was education.
14. More than one half (54.7%) of the respondents served as graduate assistants while working on their HPER master's degree from SDSU, with the most frequently held non-teaching duty being graduate assistant coaching in football.
15. Slightly more than one third (36.5%) of the respondents had completed work toward an additional degree. One respondent had earned two additional degrees and 45 others had attained one.

16. The Doctor of Education degree was the additional degree obtained by the largest number (12) of respondents.
17. The University of South Dakota/Vermillion was the institution from which the most respondents (6) earned additional degrees.
18. A large portion of these additional degrees have been received since 1970.
19. Educational administration was the additional degree area of concentration for the most respondents.
20. Prior to entering SDSU's HPER master's degree program, over one half (51.5%) of the respondents were instructors on the secondary level only, while 29.6 percent were undergraduate students.
21. The percentage of respondents in educational positions prior to entering the program has declined since the 1961-1965 time period in close accordance with the increase in the percentage of respondents who were undergraduate students.
22. Of those respondents whose status prior to entering the program was as an instructor, 94.8 percent held positions in the Midwest.
23. The majority (65.6%) of the respondents who were instructors in the Midwest prior to entering the program held positions in South Dakota.

24. In regards to the respondents who held instruction positions in South Dakota prior to entering the program, 48.6 percent were employed in a Class A school and 43.0 percent held positions in Class B schools.
25. Almost all (94.8%) of the respondents held educational positions in their first position after receiving their HPER master's degree from SDSU.
26. Of these respondents, 90.8 percent reported having instructional duties of some type and 56.0 percent indicated that their educational duties included HPER instruction.
27. Coaching duties in these educational positions were held by 68.9 percent of the respondents. The most frequently coached sports were basketball, football and track.
28. Most (71.0%) of the respondents were employed on the elementary and/or secondary levels in these educational positions, while 27.6 percent were in junior colleges or colleges. The percentage of respondents in junior colleges or colleges in these educational positions has increased sharply since the 1966-1970 time period.
29. A high percentage (88.9%) of the respondents' first positions (both educational and non-educational positions) were in the Midwest.

30. Of the respondents whose first position (both educational and non-educational positions) was in the Midwest, 60.3 percent were located in South Dakota.
31. In regards to the respondents whose first position was in a South Dakota educational institution, the majority (52.6%) were in Class A schools, while 21.4 percent were in Class B schools. Having a position at one of 11 different South Dakota colleges were 26.0 percent of these respondents, with 9.7 percent remaining at SDSU.
32. The percentage of respondents presently holding educational positions is 75.8 percent.
33. Of the respondents presently in educational positions, 80.4 percent indicated having instructional duties and 60.9 percent reported HPER teaching responsibilities.
34. In comparison with the first position held by respondents after receiving their SDSU's HPER master's degree, a larger percentage of respondents presently have educational administrative responsibilities.
35. Of the respondents presently in educational positions, 66.4 percent have coaching duties. The

three most frequently coached sports are football, track and basketball.

36. The percentage of respondents in educational positions who are presently employed on the elementary and/or secondary levels was 62.2 percent, while 35.7 percent are on the junior college or college level.
37. The present location of 81.9 percent of the respondents is the Midwest.
38. Over one half (56.7%) of the respondents presently in the Midwest are in South Dakota.
39. Of the respondents presently employed in South Dakota educational institutions, 51.8 percent are in Class A schools and 18.2 percent are in Class B schools. Thirty percent currently hold a position at one of ten colleges in South Dakota, with 9.1 percent at SDSU. There are 28.6 percent less respondents presently holding a position in South Dakota educational institutions than there were in the respondents' first position after receiving their HPER master's degree from SDSU.
40. Almost one half (49.4%) of the respondents are presently earning between \$11,000 and \$20,000. The mean present salary is \$22,707, with the highest salary reaching \$81,000.

41. Of the 70 respondents who gave reasons for leaving the field of education or not holding an educational position after receiving their SDSU's HPER master's degree, 48.6 percent indicated a financial reason.

Recommendations for Further Study

As was mentioned in this study's introduction, a follow-up study of graduates may serve as an educational department's first step in the development of an information base on its former students. It is hoped that this investigation has, to some extent, served this purpose for SDSU's HPER Department in regards to its master's degree program graduates.

However, additional information is needed to help the personnel of this department better determine the reflections these graduates are having on its master's degree program. Contained in this section are recommendations for further study of these graduates.

An area of further investigation which may prove interesting and informative would be the reasons why the graduates decided to pursue an HPER master's degree from SDSU. Both the reasons for the additional study and the reasons for the choice of SDSU could be investigated.

The much higher percentage of male graduates, which may be examined somewhat in the investigation described in

the preceding paragraph, would present another area of possible additional study. An analysis of the yearly trends of this difference may show whether or not the growth of girls' and women's athletics has resulted in a higher percentage of female graduates.

Evaluation by graduates of the professional preparation they received from the program would present numerous possibilities for in-depth investigation. Areas of the program that could be assessed would include curriculum, instruction, graduate assistant teaching and non-teaching responsibilities, and placement. Although this type of evaluation could prove beneficial, the reliance on subjective judgments is a limitation.

Additional study of the employment history of the graduates could also be conducted. Thorough examination of each position held by graduates would provide additional information that could be used to better describe these graduates.

When studying any group of people, the possibility of investigative areas could probably be deemed limitless. Thus, the recommendations presented in this section serve as only a limited number of ways in which these graduates may be examined.

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APPENDICES

APPENDIX A

SDSU HPER MASTER'S DEGREE GRADUATES STUDY

Please answer the following items with a brief answer or check the appropriate blank.

PART I PERSONAL INFORMATION

1. Age _____
2. Present marital status
 - single _____
 - married _____
 - divorced _____
 - widowed _____
3. Number of children _____

PART II ACADEMIC BACKGROUNDBachelor's Degree

4. Institution from which you received your bachelor's degree _____
5. Year you received your bachelor's degree 19____
6. Bachelor's degree major (If more than one, list each.) _____
7. Bachelor's degree minor (If more than one, list each.) _____

Master's Degree

8. Year you received master's degree from SDSU's HPER Department 19____
9. If you received a master's degree minor, please indicate area of study. _____
10. Were you a graduate assistant? yes____ no____
11. If you were a graduate assistant, which of the following were you? full-time____ partial____
12. If you were a graduate assistant, what were your non-teaching duties? (e.g.-specific sport in which you assisted in coaching, administrative duties, etc.) _____

Additional Degree

13. Have you completed any work toward receiving an additional degree, such as a doctorate or additional master's degree? yes____ no____
14. If you have received an additional degree, please indicate the following:
 - degree _____
 - institution _____
 - year of attainment 19____
 - area of concentration _____

(over)

PART III EMPLOYMENT BACKGROUND

15. What was your status prior to entering the master's degree program?
- undergraduate student _____
- elementary education instructor _____
- secondary education instructor _____
- higher education instructor _____
- other _____ specify _____

16. If your position previous to entering the master's degree program was as an instructor, please indicate:
- institution _____
- number of years in this position _____

17. Please complete the following chart with information of the first job position you held after receiving your master's degree from SDSU (#1) and your present position (#2).

JOB POSITION	INSTITUTION	LOCATION	YEARS	STARTING	FINAL
			AT	SALARY	SALARY
			POSITION	(nearest thousand)	

1.

2.

18. Please give a brief description of your present position. (e.g.--teaching assignments, coaching duties, administrative work, etc.)

19. If you have left the field of education, or did not hold an educational position after receiving your master's degree, please indicate the main reason.

Would you like to receive a copy of the results of this study? yes ___ no ___

APPENDIX B

1950

James C. McKinnon

Director of Research



SOUTH DAKOTA STATE UNIVERSITY
Brookings, South Dakota 57007

College of Arts and Science
Department of Health, Physical Education
and Recreation
(605) 688-5625

November 24, 1980

Dear SDSU HPER master's degree program graduate,

In an effort to establish an information base on South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates, the enclosed survey has been submitted to you for completion.

Information received from graduates like yourself will likely aid the department in a variety of ways, such as evaluation of program objectives and a more thorough knowledge of employment opportunities for graduates. Future master's degree program graduates potentially may benefit from this knowledge while making academic or vocational decisions concerning their futures.

You have been randomly selected as a participant in this study's pretest. It will be appreciated if you will complete this form prior to December 8 and return it in the stamped, self-addressed envelope. An index card has been inserted for you to list any suggestions you may have for improving this study.

If alterations are made from this study to be used for the final survey form, due to revisions, omissions, or additions based upon suggestions made by pretest respondents, you will be mailed changed or added items for further data collection.

Each survey form has been coded to insure confidentiality of responses. The survey should take between five to ten minutes to complete.

This study, which has received the endorsement of Dr. Harry L. Forsyth, Director of SDSU's HPER Department, and Dr. Barry C. McKeown, Coordinator of Graduate Studies in HPER, will hopefully be the first in a series of studies on SDSU's HPER master's degree program graduates.

Thank you for your cooperation.

Sincerely yours,

Byron Palsma
Byron Palsma
Graduate Assistant

Harry L. Forsyth
Dr. Harry L. Forsyth
Director of HPER

Barry C. McKeown
Dr. Barry C. McKeown
Coordinator of Graduate Studies

APPENDIX C

[Faint handwritten signature]
C. A. [illegible]
[illegible]
[illegible]



SOUTH DAKOTA STATE UNIVERSITY
Brookings, South Dakota 57007

College of Arts and Science
Department of Health, Physical Education
and Recreation
(605) 688-5625

February 6, 1981

Dear SDSU HPER master's degree program graduate,

In an effort to establish an information base on South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates, the enclosed survey has been submitted to you for completion.

Information received from graduates like yourself will likely aid the department in a variety of ways, such as evaluation of program objectives and a more thorough knowledge of employment opportunities for graduates. Future master's degree program graduates potentially may benefit from this knowledge while making academic or vocational decisions concerning their futures.

It will be appreciated if you will complete this form prior to February 20 and return it in the stamped, self-addressed envelope. An index card has been inserted for you to report a change of address or respond with any comments you may have.

Each survey form has been coded to insure confidentiality of responses. The survey should take between five to ten minutes to complete.

This study, which has received the endorsement of Dr. Harry L. Forsyth, Director of SDSU's HPER Department, and Dr. Barry C. McKeown, Coordinator of Graduate Studies in HPER, will hopefully be the first in a series of studies on SDSU's HPER master's degree program graduates.

Thank you for your cooperation.

Sincerely yours,

Byron Palmsa
Byron Palmsa
Graduate Assistant

Harry L. Forsyth
Dr. Harry L. Forsyth
Director of HPER

Barry C. McKeown
Dr. Barry C. McKeown
Coordinator of Graduate Studies

APPENDIX D



SOUTH DAKOTA STATE UNIVERSITY
Brookings, South Dakota 57007

College of Arts and Science
Department of Health, Physical Education
and Recreation
(605) 688-5625

March 23, 1981

Dear SDSU HPER master's degree program graduate,

During the month of February, you received a survey seeking information for a study of South Dakota State University's Health, Physical Education and Recreation Department's master's degree program graduates.

Due to the delay that accompanies bulk mailing, the completion date given in the cover letter was not possible for many graduates to meet. I'm sure that this, along with the limited amount of time we seem to have to perform an unlimited amount of tasks, contributed to the failure of a number of graduates to complete their surveys.

To date, approximately 55% of the graduates have returned their surveys. Information received has been not only interesting, but also will be of value to the department and future graduates in areas such as program evaluation and employment opportunities.

In an effort to improve the quality of this study, it will be appreciated if you would complete this form as soon as conveniently possible and return it in the postage-paid, self-addressed envelope. An index card has once again been inserted for you to report a change of address or respond with any comments you may have.

Thank you for your time and cooperation.

Sincerely yours,

Byron Palsma

Byron Palsma
Graduate Assistant

APPENDIX E

Reasons for Leaving the Field of Education or
Not Holding an Educational Position After Receiving
HPER Master's Degree from SDSU (N = 70)

Reason	No. of Respon.	% of Respon.	Reason	No. of Respon.	% of Respon.
Financial	34	48.6	Lack of recognition	2	2.9
Sought independence	6	8.6	Needed change	2	2.9
Poor advancement	5	7.1	No desire to coach	2	2.9
Get into business	5	7.1	No job in wanted area	2	2.9
Other Personnel	3	4.3	Raise family	2	2.9
Easier to get job	2	2.9	Religion	2	2.9
Increased benefits	2	2.9	Retired	2	2.9
Job security	2	2.9	Too time consuming	2	2.9
			Work with adults	2	2.9

Each of the following reasons was given by one (1.4%) of the respondents:

Administrative headaches

Change in interest

Asked to leave because of
a divorce

Class size

Better idea

Coach pro football

Burn out

Could not get a college coaching
job because did not play in college

Reasons for Leaving the Field of Education or
Not Holding an Educational Position After Receiving
HPER Master's Degree from SDSU (N = 70)
(continued)

Dissatisfied	Marriage
Family move	More challenging opportunities
Frustration with Education	No job in location
Get into cardiac rehabilitation	Only future in administration
Hard to coach non-revenue sport	Overeducated
Get into Christian recreation	Philosophical
Hours to recruit	Program financing problems
Lack of fulfillment	Ranching interests
Lack of incentive for advancement	Right opportunity
Less control in classroom	Staff cutbacks
Less hassle	Too much emphasis on coaching
	Try another field
	Unreasonable release

NOTE: Although the questionnaire item asked for the main reason, two respondents listed four reasons, five respondents listed three reasons, and 30 respondents listed two reasons. (Thirty-three respondents listed one reason.)